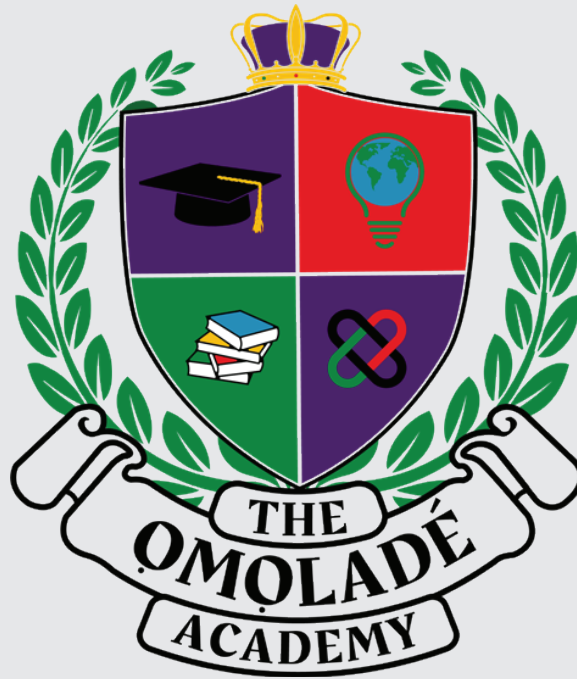


# The Omoladé Academy

2224 N. Ullman Street, Appleton, WI 54911



## Family & Scholar Guide

For the 2025-2026 School Year

*Where Every Child is Crowned with Excellence*

The Omoladé Academy Charter shall distribute a copy of this handbook and the enclosed policies to all scholars and their families in a language they can understand. It shall also be posted on the school website and available for review in The Omoladé Academy Charter School Office.

### Contact Information

The Omoladé Academy  
2224 N. Ullman St. Appleton, WI 54911  
920.852.5495 ext. 32119



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## **Student Nondiscrimination Statement**

### **(411.2 - Student Nondiscrimination |**

Policy Details.

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

**\*\*Cited from:**

<https://www.aasd.k12.wi.us/district/district-information/notices/student-nondiscrimination-statement>



# Welcome Messages

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**From Ms. Toni Lardinois, Chief Instructional Leader**

## Greetings, Panther Families!

Welcome to The Qmqladé Academy! I am thrilled your child will be part of our learning community this year.

Your child is about to experience something special. At The Qmqladé Academy, we don't just teach subjects—we help children discover their unique strengths and develop the confidence to use them. Whether your child loves asking “why” questions, building with blocks, or solving problems, we will nurture those interests while building strong foundations in reading, math, science, and beyond.

### What makes us Unique?

Our STREEAM approach means your child will explore science through hands-on experiments, learn math by solving real problems, and develop reading skills through stories that reflect their world. They'll also learn entrepreneurship skills—like creative thinking and leadership—that will serve them throughout their lives.

You'll see your child grow not just academically, but as a confident young person who believes in their ability to make a difference. Our teachers know each child personally and work closely with families to ensure every student succeeds.

### Here's what you can expect this year:

Regular communication about your child's progress and classroom experiences

Monthly themed learning adventures that make education exciting and relevant

Opportunities to see your child's work and celebrate their achievements

Support for your family's role in your child's education

The name “Qmqladé” means “child is the crown,” and we live this belief every day. Your child's success is our priority, and we're committed to partnering with you to help them thrive.

I look forward to getting to know your family and watching your child discover just how capable they are.

With excitement for the year ahead,

**Ms. Toni Lardinois**

Chief Instructional Leader



# Our School Foundation

## Chapter 1: Our School Foundation

### About African Heritage, Inc

Under the visionary leadership of co-founder Dr. Omobolade “Bola” Delano-Oriaran, African Heritage, Inc. identified a critical need for innovative education in Northeast Wisconsin and took decisive action to address it. Dr. Delano-Oriaran designed The Ọmọladé Academy model as an initiative of African Heritage, Inc., ensuring the school’s educational approach aligned with AHI’s core mission and pillars. Dr. Delano collaborated with various members of African Heritage, Inc. to develop and successfully compete for a prestigious five-year federal grant from the U.S. Department of Education in 2023, bringing this vision to life.

### Founding Leadership Team<sup>1</sup>

#### Dr. Omobolade "Bola" Delano-Oriaran - Project Director & CEO

Dr. Delano-Oriaran co-founded African Heritage, Inc. and is the founder of The Ọmọladé Academy. As the director of the five-year federal grant from the U.S. Department of Education, she ensures sustained oversight and operational coordination that maintains The Ọmọladé Academy’s standards and mission alignment. A tenured professor and scholar at St. Norbert College, Dr. Delano-Oriaran holds the cultural title “Iya Iwe” (Chief of Learning) in Yoruba tradition, having been invested in Ifo, Nigeria. Her leadership bridges scholarship and practice, integrating research-based approaches to ensure the success of all students.

#### Dr. Sabrina Robins - Chief External Affairs & Community-Engagement

Appointed by African Heritage, Inc. to serve as The Ọmọladé Academy’s authorized federal budgetary representative and governance council advisor, Dr. Robins brings extensive expertise in entrepreneurial education, workforce development solutions, and strategic community-engagement. Her expertise in strategic planning and partner relations not only strengthens African Heritage, Inc.’s mission delivery but also positions The Ọmọladé Academy as a nationally competitive model for innovative K-5 education. Dr. Robins’ ongoing work in federal compliance and community engagement ensures the school maintains its competitive edge while building sustainable partnerships that benefit scholars and their families.

#### Ms. Angelique Smith - Chief STEM Innovation Officer

Selected by African Heritage, Inc. for her exceptional 34-year track record in PreK-12 education, Ms. Smith leads the organization’s innovative implementation of STEM education. Her transformational leadership as a principal—dramatically improving student achievement and elevating schools from 70th to 90th percentile—aligns perfectly with African Heritage, Inc.’s commitment to excellence. Her current

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<sup>1</sup>Unlike traditional schools, your child benefits from our Founding Leadership Team—experts in curriculum innovation, STEM education, workforce solutions, community partnerships, and educational design. These specialists ensure our educational approach consistently reflects our founding vision and federal grant objectives, providing strategic expertise that complements school administration and remains distinct from governance oversight.

doctoral studies at Harvard University ensure that The Ọmọladé Academy remains at the forefront of educational innovation and research-based instructional practices.

### **Dr. Marguerite W. Penick - School Design**

As a founding leadership team member, Dr. Penick brings her decades of expertise in project-based learning methodologies to help Implement The Ọmọladé Academy's educational framework. Distinguished Professor Emeritus from UW-Oshkosh with a specialization in project-based charter school development, she continues her partnership through ongoing curriculum development and professional development leadership, ensuring our teaching practices remain aligned with our school mission and vision.

### **Charter Information**

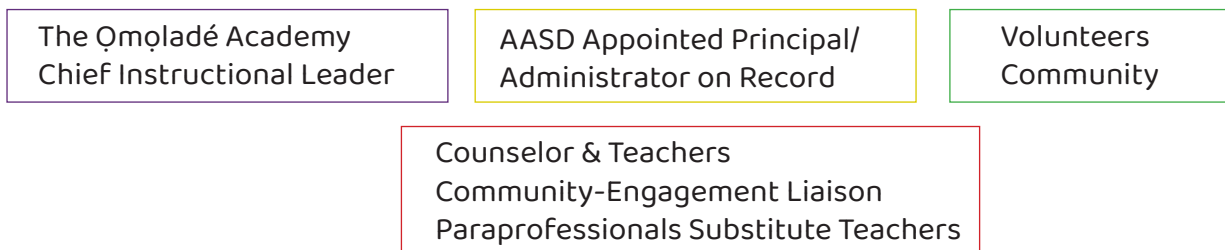
African Heritage, Inc., received the authorization from the Appleton Area School District to establish The Ọmọladé Academy. As a public charter instrumentality school, The Ọmọladé Academy has the flexibility to innovate in its educational practices while being held accountable for academic and operational performance.

### **Governance Council**

Our nine-member Governance Council comprises school family members, community representatives, and delegates from African Heritage, Inc. The Council determines our mission and strategic plan, coordinates public relations, establishes policies, and approves the school budget within the AASD Charter School Contract Agreement terms.

### **School Village**

Our dedicated team includes:



### **Who's in charge of what?**

The Chief Instructional Officer handles daily school operations, while the Governance Council provides community oversight and policy direction for The Ọmọladé Academy—creating clear roles that serve your child's success.

**For any questions or concerns, contact our Chief Instructional Officer first and she will direct you to the appropriate person or resource to address your needs.**

|   |   |
|---|---|
| <b>Day-to-day school operations</b><br>Chief Instructional Leader   | <b>Educational policies</b><br>Governance Council   |
| <b>Supports our TOA Chief</b><br>AASD Appointed Principal/Administrator on record collaborates with TOA Chief | <b>Federal grant compliance / Mission/Vision Sustainability</b><br>Founding Leadership Team |

### Questions about academics:

Contact Chief Instructional Leader at 920.852.5495 ext. 32119/ [BAEBMARGARET@aasd.k12.wi.us](mailto:BAEBMARGARET@aasd.k12.wi.us)

### Questions about policies:

Contact Governance Council Chair at 920.852.5495 ext. 32119

## | Chapter 2: **Our Mission, Vision & Values**

### **Mission Statement**

The Ọmọladé Academy's mission is to ignite excellence in our scholars by providing a world-class, holistic, community-centered educational experience that amplifies scholars' intellectual, leadership, and entrepreneurial talents, ensuring they are competitive and bold changemakers in our global society.

### **Vision Statement**

The Ọmọladé Academy's vision is to create a world-class K-5 learning model that transcends traditional public education, positioning all scholars to excel academically, thrive personally, and make meaningful contributions to society (<https://omolade.aasd.k12.wi.us/our-school>).

### **Our Name & Meaning**

Ọmọladé (pronounced oh-moh-lah-deh) is a Yoruba word meaning "child is the crown." This beautiful name represents the potential and promises of every child who walks through our doors. All our scholars are royalty, and The Ọmọladé Academy is an affirming learning space where every scholar is gifted, talented, nourished, and loved daily.

### **Core Values**

Our six core values guide everything we do:

- **Umoja:** Our unity is encapsulated in the Ubuntu philosophy, which means "I am because we are." This philosophy emphasizes the interconnectedness of all people and the importance of community over individualism.

*I will serve and support Umoja by committing to fostering community and unity.*

*\* For example, in our classrooms, scholars work in collaborative groups, older students mentor younger ones, and every child's success contributes to our whole community's achievement.*

- **Royalty:** Our royalty epitomizes prestige, respect, and the maintenance of high standards.

*I will govern myself with dignity and respect and uphold the high standards of our village communities and global society.*

*\* For example, in our classrooms, scholars speak respectfully, take pride in their work, and carry themselves with confidence.*

- **Excellence:** Our excellence is characterized by an unwavering commitment to the highest standards, relentless improvement, and unparalleled quality in every endeavor.

*I will strive for excellence in all my pursuits, continually seeking improvement and maintaining the highest quality in my work.*

*\* For example, in our classrooms, scholars revise work to meet high standards and support each other's growth.*

- **Culture:** We honor and celebrate our rich heritages, fostering an environment where all are embraced and our traditions are preserved and respected.

*I will actively participate in honoring and preserving our heritages, embracing everyone, and respecting our traditions at all times.*

*\* For example, in our classrooms, scholars learn about all traditions and see their identities reflected in learning.*

- **Joy:** We cultivate a joyful atmosphere where positivity, happiness, and an admiration for learning thrive, ensuring that every member of our village finds delight in their pursuits.

*I will contribute to a joyful and positive atmosphere, finding and spreading happiness in learning and all my endeavors.*

*\* For example, in our classrooms, scholars laugh while learning and develop genuine curiosity.*

- **Love:** Love is at the heart of The Ọmọladé Academy, guiding our actions and interactions. We nurture a supportive, caring, and compassionate environment where every individual feels valued and respected.

*I will embody love in all my actions and interactions at The Ọmọladé Academy, nurturing a supportive, caring, and compassionate environment where everyone feels valued and respected.*

*\* For example, in our classrooms, scholars feel safe to take risks and know their staff, families, volunteers, district, and community believe in them.*

It is through these core values, in the spirit of Umoja (unity) and Ujima (collective work and responsibility), that we strive to build and maintain our community, making each other's challenges our shared challenges and working together to solve them.

## Our Symbols



### Our School Crest

Our crest features meaningful symbols (Umoja, books, a globe, and a graduation cap) surrounded by laurel wreaths and topped with a crown, representing educational excellence and achievement.



Inspired by traditional crowns across the African continent, particularly Ghana and Nigeria, our **crown** symbolizes that we prioritize our scholars above all else. The red, black, and green jewels represent resilience and heritage. The purple velvet material ("aran" in Yoruba) honors rich traditions—the Maasai people associate purple with healing, while Yoruba culture uses purple for special occasions and life's milestones. To some in the United States, purple represents royalty.



"Umoja" means "unity" in Swahili and represents the first principle of Kwanzaa. This symbol encompasses family unity, intergenerational connection that preserves traditions and values, and community unity at local, national, and global levels.



**Stack of Books** – The foundation of our innovative STREEAM (Science, Technology, Reading, Engineering, Entrepreneurship, Arts, and Mathematics) approach. These books represent our commitment to rigorous, comprehensive education that includes arts, music, and languages alongside academic excellence.



**Changemakers** – A globe with a light bulb represents global citizenship, entrepreneurship, and innovation. We prepare scholars to become changemakers who understand worldwide cultures and global issues while developing creative problem-solving and entrepreneurial skills.



**Graduation Cap** – This symbol instills passion for excellence and lifelong learning from early years. It represents scholarship, academic achievement, and the beginning of an educational journey that sparks curiosity and love for learning.



**The Green Oak Leaf Wreath** – Inspired by the historic oak tree at Hampton University in Virginia, where educator Mary Peake began teaching on September 17, 1861, with approximately twenty students. This oak tree later became the site of the first Southern reading of the Emancipation Proclamation in 1863. The tree still stands today as a symbol of hope, resilience, and the transformative power of education.

The Panther serves as The Omoladé Academy's school champion, representing the rare melanistic leopard celebrated as a symbol of wisdom, leadership, and excellence. Known as the Queen or King of the forest and used as a symbol of leadership by royalty, the panther is associated with strength, agility, and special abilities that represent transformation and renewal.

## Chapter 3: Our Educational Approach

### Philosophy

At our K-5 elementary school, we believe every child is a scholar with unique gifts and limitless potential. Our approach to education creates a safe, affirming environment where young scholars thrive through meaningful connections to their families, communities, and each other. We recognize that how we teach is just as important as what we teach, which is why our dedicated educators employ multiple relevant and responsive methods that honor each child's learning style and lived experiences while delivering a high-quality curriculum that helps every scholar exceed expectations.

Our approach combines multiple teaching methods that work with how children naturally learn. As shown in our teaching methods chart, we blend direct instruction with hands-on activities, group projects with creative expression, and questioning with real-world problem solving. This ensures every scholar can learn through their strengths while building new skills, preparing them to be thoughtful citizens who see education as a tool for making positive change in their community.

### Our staff employs various methods consistent with our scholars' preferred learning styles

Our staff employs methods consistent with our scholars' preferred learning styles through strategies that are:

| Teaching Method           | How We Implement  | Student Outcome                                 |
|---------------------------|---|---|
| Clear, Guided Instruction | Direct teaching with step-by-step support   | Strong foundational skills                      |
| Hands-On Experiences      | Intergenerational activities and community connections  | Deeper cultural understanding                   |
| Collaborative Projects    | Team-based learning and peer partnerships   | Enhanced teamwork abilities                     |
| Creative Expression       | Integration of art, music, and movement   | Multiple ways to demonstrate learning           |
| Critical Inquiry          | Question-driven discussions and exploration   | Independent thinking skills                     |
| Real-World Connections    | Service-learning projects, community-service opportunities, educational field trips, community visitors, and hands-on projects. | Understanding of education's purpose and impact |



## Chapter 4: Our STREEAM Curriculum

### Our R.I.G.O.R.O.U.S. STREEAM Approach

We deliver a **RIGOROUS STREEAM** curriculum rooted in building a critical academic foundation for lifelong learning:

- **R = Relevant and relatable** for all our scholars, with real-life applications grounded in the TOA Approach.
- **I = Inquiry-based learning** engages our scholars to actively participate in their learning process, encouraging curiosity and critical thinking.
- **G = Group work** is infused in everything we do, fostering a collaborative and cooperative learning environment that is grounded in critical thinking skills.
- **O = Opportunities**—all our scholars are crowned with excellence and opportunities in all curricula activities.
- **R = Responsive**—we are grounded in instruction that is responsive to the multiple needs, backgrounds, talents, and interests of our scholars and their families.
- **O = Ongoing assessment and feedback** tracks progress and adjusts instruction.
- **U = United in the spirit of Umoja**—united in learning and expectations
- **S = Scholar-centered**—prioritizing the well-being and social, academic, mental, and psychological success of our scholars.

### Core Academic Subjects

#### Reading & English Language Arts

We develop literacy, communication, and critical thinking skills through rich texts aligned with the Science of Reading. Our curriculum builds phonological awareness, phonemic awareness, phonics, vocabulary, fluency, and comprehension through writing instruction, group and independent reading, speaking, creative writing, and publishing activities.

#### Mathematics

We develop mathematical reasoning and problem-solving skills through a comprehensive, engaging curriculum. Scholars build strong foundations in number sense, algebra, geometry, and data analysis through instruction in math facts, operations, and real-world applications.

#### Science

We encourage inquiry, exploration, and scientific understanding through hands-on experiments and real-world applications that inspire wonder and curiosity about the natural world.

#### Social Studies/Ourstory

We promote awareness of shared history and civic responsibility, emphasizing The Qmōladé Academy's values through multiple perspectives and historical narratives that highlight various contributions to society, positioning scholars to understand their place in our global society.



## Integrated Subject Components

The following areas are woven into our core subjects daily:

- **Technology:** Digital literacy and 21st-century skills through coding, digital citizenship, and effective use of technology as a learning tool.
- **Arts:** Creativity and artistic expression through visual arts, music, drama, and dance, encouraging self-expression, cultural appreciation, and fine motor skill development.
- **Physical Education, Dance, Health & Nutrition:** A comprehensive wellness program emphasizing physical health and the importance of maintaining a healthy lifestyle.
- **Entrepreneurship, Financial Literacy & Career Readiness:** Basic business concepts, financial literacy, and entrepreneurial mindset through project-based learning and real-life scenarios.
- **World Languages:** Global awareness and communication skills, promoting appreciation for various cultures and multilingual communication abilities.
- **Engineering:** Problem-solving and design thinking through hands-on projects that apply engineering principles to create solutions for everyday challenges.

## Chapter 5: Scholar Life and Expectations

### Daily Affirmations

At The Omoladé Academy, we nurture scholars who embody our core values: Umoja, Royalty, Excellence, Culture, Joy, and Love. Every day, your child will practice these values through their interactions, learning, and contributions to our school village. Every morning, scholars begin their day with affirmations that promote positive self-image and community values:

For example, they cite Mr. Keith Brown's *"I love myself. I believe in myself. I am proud of myself. I am a genius."*<sup>2</sup>

These affirmations set a positive tone for the day and reinforce our core beliefs about every scholar's potential.

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<sup>2</sup> Brown, K. [@keithlbrown\_]. (2022, March 4). "Uncle Keith, wants you to say these 4 affirmations everyday: I love myself. I believe in myself. I'm proud of myself. I'm a genius." [Video]. Tiktok. [https://www.tiktok.com/@keithlbrown\\_/video/7060963709077687599](https://www.tiktok.com/@keithlbrown_/video/7060963709077687599)

## Daily Rituals & Practices

We have rituals and practices that foster a strong sense of community and reinforce our core values:

- **Daily Morning Harambee Circle:** Beginning with a morning meeting that sets a positive tone for the day and celebrates our collective achievements. It is a block of time for scholars, staff, and guests to sing motivational songs, cheers, and chants, read aloud, and share a moment of reflection.<sup>3</sup>
- **Daily Affirmations:** Reciting affirmations that promote self-respect, responsibility, and village spirit.
- **Lift Every Voice and Sing & The Star-Spangled Banner**
- **Libation:** A tradition conducted during community gatherings.
- **Lunchtime:** A time for scholars to relax, socialize, and practice healthy eating habits.
- **Daily Afternoon Umoja Circle:** The day ends with an afternoon meeting called Umoja, which sets a positive tone for the rest of the day and celebrates our collective achievements. It is a block of time for scholars, staff, and guests to sing motivational songs, cheers, and chants, read aloud, and share a moment of reflection.<sup>4</sup>

## The Omojadé Academy Daily Schedule

| Time     | TOA Schedule               | Time           | TOA Schedule   |
|----------|----------------------------|----------------|--|
| 7:45 AM  | Outside Supervision begins | 12:50 PM       | Specials (Art, Music, PE, STEM)<br>(Teacher Prep Time) |
| 7:55 AM  | First Drumming             | 1:55 PM        | Math/Science/Social Studies<br>(alternating days)      |
| 8:00 AM  | Morning Welcome & Harambee | 2:30 PM        | ELA Math/Science/Social<br>Studies (alternating days)  |
| 8:20 AM  | ELA                        | 3:20 PM        | Umoja  |
| 10:15 AM | Recess                     | 3:25 - 3:30 PM | Go Forth and be a<br>Changemaker!                      |
| 10:40 AM | Math (KG-55 min)           |                |  |
| 12:00 PM | Lunch & Recess             |                |  |

<sup>3</sup>Howard, T. (2016). The 2015 Charles H. Thompson Lecture-Colloquium Presentation: Why Black Lives (and Minds) Matter: Race, Freedom Schools & the Quest for Educational Equity. *The Journal of Negro Education*, 85(2), 101-113.

<sup>4</sup>9 Reasons Why Parents Recommend Waking Up Early and Studying for Success - NCERT Books. <https://www.ncertbooks.guru/web-stories/9-reasons-why-parents-recommend-waking-up-early-and-studying-for-success/>

## Hours of Instruction

Wisconsin state legislature mandates:

- Kindergarten: At least 437 hours of direct pupil instruction annually
- Grades 1–6: At least 1,050 hours of direct pupil instruction annually <sup>5</sup>

## School Uniform Policy

The Qmqladé Academy has a school uniform policy that promotes focus on learning while building community identity. Our uniform helps create an environment where all students feel they belong and can concentrate on their academic growth.

|                          |   |
|--------------------------|---|
| <b>Top</b>               | • Purple short or long-sleeve polo with The Qmqladé Academy embroidered crest. The Qmqladé Academy crest must be directly embroidered on the upper left side of each uniform top to ensure visibility at all times. |
| <b>Bottoms</b>           | • Black or purple & black plaid shorts, skirts, skorts, or jumpers  |
| <b>Shoes</b>             | • Black closed-toed shoes (tennis shoes must be worn with socks)  |
| <b>Spirit Day Attire</b> | • Red, black, or green clothing   |
| <b>Optional</b>          | • Purple sweater/cardigan with crest, religious head coverings permitted  |

## Uniform Guidelines

|                                |  |
|--------------------------------|--|
| <b>Not Permitted</b>           | • Denim (jeans), jeggings, leggings as pants, or sweatpants<br>• Clothing with inappropriate language or images<br>• Shoes that are unsafe for playground activities |
| <b>Seasonal Considerations</b> | • Winter coats and boots are permitted for outdoor weather<br>• Layers are encouraged for temperature changes throughout the day                                     |

Where to Buy: All uniforms must display the official school crest. Order through the Lands' End online store using the school code: **900204058**

## Financial Assistance

We understand that uniform costs can be a challenge for families. Support is available:

- Contact [msroach@theomoladeacademy.org](mailto:msroach@theomoladeacademy.org) for uniform assistance program information
- Gently used uniform exchange program
- Emergency uniform closet maintained at school

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<sup>5</sup>Wisconsin State Legislature. Chapter 121: School Finance. <https://docs.legis.wisconsin.gov/statutes/statutes/121/11/02/1/f>

## Iwa Pele - Character Expectations

### Iwa Pele (ee-wah peh-leh)

Iwa Pele, meaning "good character" in Yoruba, guides how we treat ourselves, each other, and our learning community. These expectations help create an environment where every scholar can thrive.

#### Our Four Foundations of Character:

- **RESPECT** - Honoring ourselves, others, and our shared spaces.
  - » *What this looks like:* Speaking kindly, taking care of school materials, dressing appropriately, listening when others speak
- **RESPONSIBILITY** - Taking ownership of our learning and choices
  - » *What this looks like:* Coming to school ready to learn, completing assignments, making good decisions, being on time
- **SAFETY** - Keeping ourselves and others secure.
  - » *What this looks like:* Walking in hallways, following directions during emergencies, using equipment properly, making choices that don't harm others
- **VILLAGE** - Working together to help everyone succeed.
  - » *What this looks like:* Helping classmates, keeping our school clean, including others in activities, celebrating each other's success

# AASD District 2025-2026 Calendar<sup>6</sup>



## APPLETON AREA SCHOOL DISTRICT 2025-2026 CALENDAR

|                |    |    |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|----|----|
| <b>S E P T</b> | S  | M  | T  | W  | T  | F  | S  | 1  |
|                |    | 1  | 2  | 3  | 4  | 5  | 6  | 2  |
|                | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 29 |
|                | 14 | 15 | 16 | 17 | 18 | 19 | 20 |    |
|                | 21 | 22 | 23 | 24 | 25 | 26 | 27 |    |
|                | 28 | 29 | 30 |    |    |    |    |    |
|                |    |    |    |    |    |    |    |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>O C T</b> | S  | M  | T  | W  | T  | F  | S  | 31 |
|              |    |    |    | 1  | 2  | 3  | 4  |    |
|              | 5  | 6  | 7  | 8  | 9  | 10 | 11 |    |
|              | 12 | 13 | 14 | 15 | 16 | 17 | 18 |    |
|              | 19 | 20 | 21 | 22 | 23 | 24 | 25 |    |
|              | 26 | 27 | 28 | 29 | 30 | 31 |    | 30 |
|              |    |    |    |    |    |    |    |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>N O V</b> | S  | M  | T  | W  | T  | F  | S  | 26 |
|              |    |    |    |    |    |    | 1  | 27 |
|              | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 28 |
|              | 9  | 10 | 11 | 12 | 13 | 14 | 15 |    |
|              | 16 | 17 | 18 | 19 | 20 | 21 | 22 |    |
|              | 23 | 24 | 25 | 26 | 27 | 28 | 29 |    |
|              | 30 |    |    |    |    |    |    |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>D E C</b> | S  | M  | T  | W  | T  | F  | S  | 24 |
|              |    | 1  | 2  | 3  | 4  | 5  | 6  | 25 |
|              | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 26 |
|              | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 29 |
|              | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 30 |
|              | 28 | 29 | 30 | 31 |    |    |    | 31 |
|              |    |    |    |    |    |    |    |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>J A N</b> | S  | M  | T  | W  | T  | F  | S  | 1  |
|              |    |    |    | 1  | 2  | 3  |    | 2  |
|              | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 15 |
|              | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 16 |
|              | 18 | 19 | 20 | 21 | 22 | 23 | 24 |    |
|              | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 19 |
|              |    |    |    |    |    |    |    |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>F E B</b> | S  | M  | T  | W  | T  | F  | S  | 16 |
|              | 1  | 2  | 3  | 4  | 5  | 6  | 7  |    |
|              | 8  | 9  | 10 | 11 | 12 | 13 | 14 |    |
|              | 15 | 16 | 17 | 18 | 19 | 20 | 21 |    |
|              | 22 | 23 | 24 | 25 | 26 | 27 | 28 |    |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>M A R</b> | S  | M  | T  | W  | T  | F  | S  | 26 |
|              | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 27 |
|              | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 30 |
|              | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 31 |
|              | 22 | 23 | 24 | 25 | 26 | 27 | 28 |    |
|              | 29 | 30 | 31 |    |    |    |    |    |

|              |    |    |    |    |    |    |    |   |
|--------------|----|----|----|----|----|----|----|---|
| <b>A P R</b> | S  | M  | T  | W  | T  | F  | S  | 1 |
|              |    |    |    | 1  | 2  | 3  | 4  | 2 |
|              | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 3 |
|              | 12 | 13 | 14 | 15 | 16 | 17 | 18 |   |
|              | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 6 |
|              | 26 | 27 | 28 | 29 | 30 |    |    |   |

|              |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|
| <b>M A Y</b> | S  | M  | T  | W  | T  | F  | S  | 22 |
|              |    |    |    |    |    | 1  | 2  | 25 |
|              | 3  | 4  | 5  | 6  | 7  | 8  | 9  |    |
|              | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |
|              | 17 | 18 | 19 | 20 | 21 | 22 | 23 |    |
|              | 24 | 25 | 26 | 27 | 28 | 29 | 30 |    |
|              | 31 |    |    |    |    |    |    |    |

|                |   |   |   |   |   |   |   |   |
|----------------|---|---|---|---|---|---|---|---|
| <b>J U N E</b> | S | M | T | W | T | F | S | 5 |
|                | 1 | 2 | 3 | 4 | 5 | 6 | 5 |   |
|                |   |   |   |   |   |   |   |   |

**SEMESTER DATES**  
 End of 1st Quarter - October 30  
 End of 2nd Quarter/Semester - January 15  
 End of 3rd Quarter - March 26  
 End of 4th Quarter/Semester - June 5

**ELEMENTARY ARBITRARY DAYS**  
 Arbitrary Monday - September 30  
 Arbitrary Friday - October 30  
 Arbitrary Monday - February 17  
 Arbitrary Friday - April 7

\*AASD Staff have full-day professional development on these days.

<sup>6</sup> We follow the AASD calendar for the 2025-2026 academic year

# Chapter 6: Assessment & Achievement

## Wisconsin Academic Standards<sup>7</sup> and Assessment

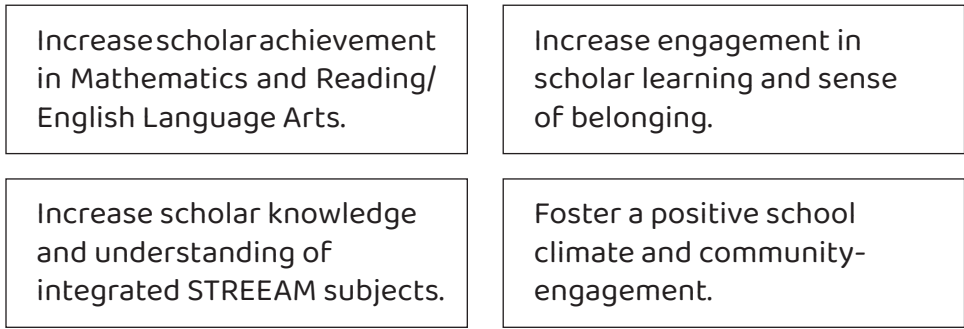
The Qmqladé Academy uses the Wisconsin Academic Standards. Our curriculum is designed to meet and exceed these standards, preparing scholars to be competitive and bold changemakers in our global society.

### Assessment Methods

We assess scholar progress through:

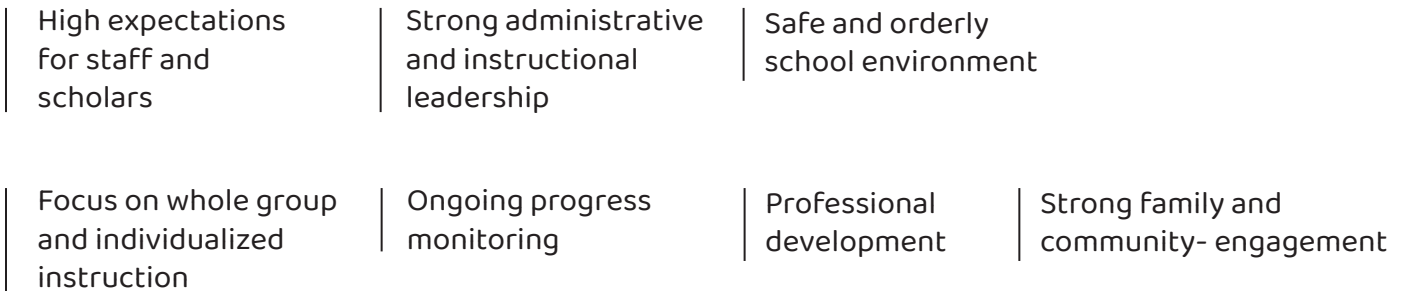


### Performance Goals



### School Effectiveness Plan

The Qmqladé Academy's School Effectiveness Plan is designed to ensure continuous improvement in teaching and learning.



<sup>7</sup><https://dpi.wi.gov/standards>

## Chapter 7: Attendance & Engagement

### Scholar Attendance Policy

Daily attendance is crucial for academic success and personal growth. We expect scholars to attend school daily and arrive on time. We follow the Appleton Area School District Attendance Policy.

**Wisconsin Compulsory Attendance:** (a) Except as provided under parts (b) to (d) and (g), and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public, private, or tribal school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

#### Guidelines

- **Daily Attendance:** Scholars are expected to be present for the entire school day unless they have a valid excuse, such as an illness or a family emergency.
- **Arriving Late:** Scholars who arrive late must enter through the Huntley entrance and report to The Qmqladé Academy school Amehela (Counselor).
- **Absences:** Families must notify The Qmqladé Academy Amehela as soon as possible. Written notes or doctor's notes may be required for extended absences.
- **Truancy:** Unexcused absences may result in conversations with families and the school, Amehela.

#### Research on Attendance Impact

- Scholars who are chronically absent in preschool through 1st grade are significantly less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk of dropping out of school.
- By the 9th grade, good attendance can predict graduation rates even more accurately than 8th-grade test scores.

**Chronic Absence Definition:** Missing 18 or more days over the entire school year, regardless of reason.

# | Chapter 8: Family Partnership & Communication

## Our Partnership Philosophy

We believe families are children's first teachers. Our role is to support and extend the learning you've already begun at home. Together, we create the best possible environment for your child's growth and success.

### What We Commit to You

- Regular updates on your child's progress and classroom experiences
- Prompt responses to your questions and concerns
- Flexible meeting times when possible
- Respect for your family's unique circumstances and challenges
- Support for your child's academic and social-emotional development
- Clear communication about school expectations and policies

### What We Hope from You

- Open communication about your child's needs, interests, and challenges
- Support for school expectations at home when possible
- Participation in your child's learning journey in ways that work for your family
- Partnership in problem-solving when challenges arise
- Regular school attendance and punctuality when possible

### How We Communicate

#### Regular Updates:

- Weekly classroom newsletters
- Monthly progress reports
- Quarterly family conferences
- As-needed phone calls or emails

#### Response Times:

- Non-urgent emails: Within 2 school days
- Urgent concerns: Same day when possible
- Emergencies: Immediate response

#### Primary Contacts:

- Academic questions: Classroom teacher
- School policies: Chief Instructional Leader  
**BAEBMARGARET@aasd.k12.wi.us**
- Behavioral concerns: School counselor (Amehela)  
**ROACHENYA@aasd.k12.wi.us**
- Emergencies - After hours: **(920)358-0774**

**When We Need  
to Problem-Solve  
Together**

**We understand that sometimes families and schools may have different various perspectives. When this happens:**

- Share concerns directly with your child's teacher first
- Request meetings with our Chief if needed
- Focus on solutions that serve your child's best interests
- Maintain respectful communication throughout the process
- Remember that we're all working toward the same goal: your child's success

**Family Conference  
Meetings**

**Regular conferences throughout the school year provide opportunities for scholars, families, and teachers to:**

- Discuss academic progress and set goals
- Address concerns and celebrate successes
- Share resources for home learning
- Develop individualized support plans when needed

**Scheduling:** We offer flexible meeting times, including early mornings, evenings, and phone conferences to accommodate working families.

**Supporting ALL  
Family Needs**

We recognize that every family situation is unique:

- **Language support:** Interpretation services available upon request
- **Technology assistance:** Help with accessing online resources and communication tools
- **Flexible participation:** Multiple ways to stay involved that work with your schedule
- **Financial support:** Assistance programs available for school materials and activities

## | Chapter 9: **Supporting Learning at Home (SankofaLove)**

### **What is SankofaLove?**

Sankofa means “learning from the past to build the future.” At home, this means using what your scholar learns at school to explore your family’s knowledge, stories, and experiences.

SankofaLove isn’t just homework—it’s connecting school learning to your family’s wisdom and helping scholar child see how education relates to their life.

## Time Guidelines by Grade Level<sup>8</sup>

### Kindergarten-1st Grade (15-20 minutes daily):

- Reading together
- Practicing letters, sounds, or counting
- Talking about the schoolday and new learning

### 2nd-3rd Grade (20-30 minutes daily):

- Independent reading time
- Completing assigned practice work
- Family discussions about what they're learning

### 4th-5th Grade (30-45 minutes daily):

- Homework completion
- Extended reading for pleasure and learning
- Project work and research activities

## Creating a Supportive Learning Environment at Home

### Establish Routines:

- Set regular bedtimes and wake-up times
- Create dedicated study time and a quiet space
- Maintain a consistent morning routine with a healthy breakfast

### Encourage Reading:

- Read together daily, discussing stories and exploring topics
- Visit the local library regularly
- Model reading for pleasure and learning

### Support Learning:

- Assist with SankofaLove while encouraging independence
- Help keep track of assignments and deadlines
- Review work regularly to monitor progress and celebrate growth

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<sup>8</sup>Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of Educational Research*, 76(1), 1–62. <https://doi.org/10.3102/00346543076001001> .National Education Association. (2023). Homework guidelines for elementary students. <https://www.nea.org/nea-today/all-news-articles/if-elementary-schools-say-no-homework-what-takes-its-place>

## **When Life Gets Busy**

### **We understand that family life has ups and downs:**

- Prioritize reading together above all other activities
- Use travel time for learning conversations and listening to audiobooks
- Communicate with teachers during difficult periods for modified expectations
- Focus on effort over perfection - learning happens through mistakes

## **If Your Child Struggles**

- **Contact the teacher** before frustration builds for both you and your child
- **Break work into smaller chunks** with breaks in between
- **Celebrate small wins** and progress rather than focusing on what's incomplete
- **Ask for help** - tutoring support and additional resources are available

## **If You Need Support**

### **Academic Support Available:**

- Tutoring programs
- Technology assistance
- Additional learning materials sent home
- Modified assignments when appropriate

### **How to Access Support:**

- Contact your child's teacher directly
- Speak with the school counselor (Amehela)
- Reach out to the Chief Instructional Leader

### **What to Expect:**

- Prompt response to your concerns
- Collaborative problem-solving
- Ongoing monitoring of progress
- Celebration of improvements

## Chapter 10: Health, Safety & Wellness

**Student Contact Information:** Scholars' contact information must always be kept up to date. The contact information will be kept in The Qmɔladé Academy office and used if a scholar becomes ill while at school or in the event of an emergency at school. The scholars contact information must include adults who are authorized to pick up scholars from school. Families are encouraged to report to the office with any updates throughout the school year.

### Illness Policy

When scholars become ill at school, families will be contacted immediately for pickup within one hour. This ensures prompt medical attention and minimizes the spread of illness. Keep contact information updated for home, work, cell, and emergency contacts.

For contagious diseases, a doctor's note is required before returning. Scholars may return 24 hours after symptoms subside and without fever-reducing medication.

### Scholar Medication

Medications should be administered at home whenever possible. If school administration is necessary, families must comply with AASD policy 453.4. Visit: [AASD Medication Forms](#)

### Scholar Immunization

Wisconsin law requires all students to meet minimum immunization requirements before attending school. Waivers are available only for health, religious, or personal conviction reasons. Provide immunization records to the school office. Reference: [Wisconsin Immunization Requirements 2025-2026](#)

### Weapons Policy

The Qmɔladé Academy has zero tolerance for weapons possession. We follow AASD weapons policy 832, which prohibits firearms and dangerous weapons on school premises. Reference: [AASD Policy 832](#)

### Scholar Supervision

It is the expectation that The Qmɔladé Academy scholars will be supervised by adult staff at all times while in our care. Schoolwide and classroom procedures and rules will be employed to help manage a safe school environment.

### School Property

All lockers, desks, and other storage areas purchased by African Heritage, Inc. remain the property of African Heritage, Inc. A search of lockers, desks, and storage areas may be conducted by The Qmɔladé Academy Leader, or a school employee designated by The Qmɔladé Academy, without notifying the pupil, and without obtaining a search warrant.

## Lost & Found

Please speak with the staff at The ȐmȐladé Academy to find out where the lost and found items are located in our building. All items in the Lost & Found will be donated if not picked up by the last day of school.

## Building Facilities

The ȐmȐladé Academy operates as a school within Huntley School and uses its facilities. For inquiries about The ȐmȐladé Academy's dedicated spaces, please contact The ȐmȐladé Academy's Chief Instructional Leader.

# | Chapter 11: **Technology & Learning**

## **Educational Technology at School**

**Classroom Technology:** Your scholar will use various educational technologies, including:

- Tablets and computers for learning activities
- Educational software and online learning platforms
- Interactive classroom displays and learning tools
- Digital creation tools for projects and presentations

**Digital Citizenship Scholars** learn responsible technology use, including:

- Appropriate online communication and behavior
- Digital safety and privacy protection
- Respectful interactions in online environments
- Critical evaluation of online information and sources

**Technology Skills Development** Through our STREEM approach, students develop:

- Basic coding and programming concepts
- Digital storytelling and multimedia creation
- Research skills using reliable online sources
- Collaboration tools for group projects

## **Personal Electronic Devices**

### **Cell Phone Policy**

- Cell phones must be turned off and stored in designated pouches during school hours.
- Phones may be used once scholars leave school property
- School is not responsible for lost, stolen, or damaged personal devices

### **Other Personal Devices**

- Smart watches, gaming devices, and toys should remain at home
- Items that disrupt learning will be confiscated until the end of the day
- Repeated violations may result in loss of device privileges

**Emergency Contact:** If you need to reach your child during school hours, call the main office at (920) 852-5495. Office staff will deliver urgent messages promptly.

## **Technology Expectations and Guidelines**

### **Appropriate Use of School Technology**

**Scholars are expected to:**

- Use devices only for assigned educational activities
- Treat all technology equipment with care and respect
- Follow the teacher's directions for technology use
- Report any technical problems immediately to the staff

**Inappropriate Use Examples:** Technology may not be used for:

- Personal entertainment during instructional time
- Creating, sharing, or viewing inappropriate content
- Cyberbullying or harassment of any kind
- Violating privacy in bathrooms, locker rooms, or other private areas
- Academic dishonesty, including sharing test answers

### **Consequences for Violations**

- First violation: Discussion with the teacher and loss of technology privileges for the remainder of the class
- Repeated violations: Parent notification and extended loss of privileges
- Serious violations: Administrative involvement and possible device confiscation
- All consequences follow our restorative practice approach, focused on learning and growth

## **Technology Support for Families**

**Home Technology Requirements** To support your child's learning, families need:

- Reliable internet access for online learning resources and communication
- Device capable of accessing school platforms (computer, tablet, or smartphone)
- Email access for school communication and updates

### **Digital Learning Support**

- Technology assistance is available for families needing help with school platforms.
- Parent guides provided for educational apps and websites used in class
- Technical support contact information is available through the TOA office

### **Recommended Educational Technology at Home**

Teachers may suggest educational apps, websites, or online resources, including:

- Reading apps that complement classroom instruction
- Math practice websites aligned with our curriculum
- Science exploration tools and virtual experiments
- Creative platforms for digital storytelling and art

## **Digital Safety and Privacy**

### **What We Teach Scholars**

- Never share personal information (name, address, school) online
- Recognize and report inappropriate contact from strangers
- Understand that digital actions have real-world consequences
- Practice kindness and respect in all online interactions

### **Family Support for Digital Safety**

- Monitor your child's online activities and screen time
- Discuss appropriate websites and apps for their age
- Model positive digital behavior and communication
- Contact our TOA office if you have concerns about your child's technology use

### **Privacy Protection**

- Scholar work and images may be shared for educational purposes with family consent
- No scholar personal information is shared without explicit permission
- All school technology use is monitored to ensure student safety

## **Preparing Scholars for the Digital Future**

**21st Century Skills** Through technology integration, scholars develop:

- Problem-solving using digital tools
- Creative expression through multimedia projects
- Collaboration skills in virtual environments
- Information literacy and critical thinking about digital sources

### **Entrepreneurship and Innovation Scholars explore:**

- Basic website design and digital portfolio creation
- Digital marketing concepts for student businesses
- Online research skills for entrepreneurial projects
- Technology solutions for real-world problems

This balanced approach ensures scholars become confident, responsible digital citizens while maintaining focus on learning and academic growth.

We recognize the role schools play in educating scholars to use technology responsibly, while maintaining the right to learn without distraction. For more information about AASD's policies, refer to 443.5, June 2020 Policy: <https://resources.finalsite.net/images/v1719435269/aasdk12wius/t8rvbj7wh7gsxrazdhx2/443-5.pdf>.

## | Chapter 12: **Positive Behavior & Restorative Practices**

### **Our Approach to Scholar Behavior**

The Omoladé Academy uses restorative practices that focus on accountability, healing, and strengthening relationships. When behavioral issues arise, we work together to understand what happened, address any harm caused, and develop plans to prevent future problems.

### **What Restorative Practice Looks Like**

**Restorative Conversations.** When conflicts occur, we facilitate discussions where students:

- Share what happened from their perspective
- Listen to how their actions affected others
- Take responsibility for their choices
- Agree on steps to repair any harm caused

**Example:** Scholar damages classroom materials → discusses impact with teacher and classmates → develops plan to replace or repair items → follows through on commitment

**Restorative Agreements.** For ongoing behavioral concerns, scholars create written agreements that include:

- Understanding of what went wrong
- Steps to make amends
- Strategies to prevent future issues
- Support is needed to be successful

**Community-Service** - Scholars may contribute to the school community through:

- Helping with classroom or school tasks
- Assisting younger students
- Participating in school improvement projects

### **How We Address Different Behavioral Concerns**

**Minor Issues** (handled in the classroom)

- Brief restorative conversation with the teacher
- Problem-solving discussion with affected students
- Agreement on future behavior

**Moderate Issues** (counselor involvement)

- Facilitated discussion with school counselor (Amehela)
- Written restorative agreement
- Follow-up check-ins to ensure success

**Serious Issues** (administrative involvement)

- Family conference with administration
- Comprehensive behavior support plan
- Possible temporary removal from the classroom while solutions are developed

## Scholar Rights and Responsibilities

### Rights

- Fair Treatment: Scholars have the right to be treated fairly and with respect.
- Due Process: Scholars have the right to be informed of and respond to any disciplinary actions taken against them.
- Support: Scholars have the right to access support services to address behavioral and academic needs.

### Responsibilities

- Respect for Everyone
- Adherence to Rules
- Accountability

## Special Education Considerations

Scholars receiving special education services have additional protections and supports. Disciplinary actions comply with federal law and the requirements of the Individual Education Program (IEP). Behavior support plans are developed collaboratively with families and special education teams.

## How Families Can Support Positive Behavior

### At Home

- Discuss school expectations and practice appropriate responses
- Reinforce the importance of treating others with respect
- Support agreed-upon behavior plans and check-ins

### Communication with School

- Share information about changes at home that might affect behavior
- Participate in behavior planning meetings when requested
- Ask questions about strategies that work best for your child

**Problem-Solving Partnership** When behavioral concerns arise, we work together to:

- Understand underlying causes
- Develop consistent approaches between home and school
- Monitor progress and adjust strategies as needed
- Celebrate improvements and growth

### Support Services Available

- School counselor (Amehela) for social-emotional support
- Behavior intervention support for students needing additional help
- Family resources and referrals for community services
- Collaborative problem-solving with administration and teaching staff

Our goal is to help every scholar develop the skills needed to be successful in school and beyond while maintaining a safe, supportive learning environment for all.

## Chapter 13: Support Services

### Social-Emotional Support

#### School Counselor (Amehela) Services

- Individual and group counseling for scholars
- Conflict resolution and peer mediation
- Social skills development
- Crisis intervention and support
- Contact: Ms. Enya Roach - ROACHENYA@aasd.k12.wi.us

#### Ma'atic Development Program Our character development program provides:

- Small group discussions about problem-solving and decision-making
- Peer mentoring opportunities between older and younger students
- Community service projects that build leadership skills
- Family workshops on supporting social-emotional growth at home

#### Re-centering Support When scholars feel overwhelmed or need to refocus:

- Quiet space for calming and reflection
- Breathing exercises and mindfulness techniques
- One-on-one check-ins with a counselor or trained staff
- Strategies for managing stress and emotions

### Family Support Resources

#### School-Based Assistance

- Uniform assistance program for families in need
- School supply support and emergency resources
- Meal program information and assistance

\*\*\***Getting Support:** Need assistance navigating school resources or connecting with community support? Please contact our Community-Engagement Liaison: [ljones@africanheritageinc.org](mailto:ljones@africanheritageinc.org)

## | Chapter 14: **Community Partnerships & Engagement**

### **Community-Partnerships**

We build strong relationships with our communities to create supportive, enriching environments for scholars, families, and staff.

#### **Strategies Include:**

- **Collaboration with African Heritage, Inc.:** We partner with our founding organization on various community events.
- **Volunteer Opportunities:** Community members serving as classroom assistants, mentors, and event coordinators
- **Service-Learning:** Integrating service-learning projects into the curriculum, allowing scholars to engage with the community and apply their learning to real-world challenges.
- **Business Partnerships:** Field trips, job shadowing, sponsorships, guest speakers

### **Volunteer Opportunities**

#### **Classroom Support**

- Reading with individual scholars (1-2 hours per week)
- Assisting with art projects and hands-on activities
- Supporting field trip supervision and logistics
- Helping with classroom celebrations and special events
- Training provided; background check required

#### **School Events and Activities**

- Fall Festival planning and coordination
- Fundraising activities and community outreach
- Flexible time commitments available
- Muhindi End of Year Celebration

### **How to Get Involved**

#### **Volunteer Application Process:**

- AASD Board Approved Policy 353.1, July 2001

Policy: <https://resources.finalsite.net/images/v1719436739/aasdk12wius/r5d4u0xs3ucrvcsomspn/353-1.pdf>

#### **General Requirements:**

- All visitors and volunteers must familiarize themselves with our mission, vision, and values
- Report to the TOA office upon entering the building or grounds
- Comply with all school policies and rules
- Engage scholars with positive demeanor and inclusive practices

### **Volunteer Requirements:**

- Complete required procedures, training, and orientation
- Work under direct staff supervision when possible
- Criminal background checks are necessary for unsupervised work
- Follow all laws, district policies, and procedures
- The Chief Instructional Leader determines permitted visits and sets appropriate conditions based on visit purpose, impact on scholars, and the visitor's relationship to the school community.
- The Chief Instructional Leader and School Counselor coordinate volunteer placement and supervision
- Follow all laws, district policies, and procedures. Visitors

### **Emergency Procedures for Families**

School closure information available at: [AASD School Closure](#)<sup>9</sup>

#### **During School Emergencies:**

1. **Do not call the school** - keep phone lines open for emergency personnel
2. **Monitor official communication channels** listed above
3. **Follow pickup instructions** provided through official channels only
4. **Bring photo ID** for student release during emergency pickup
5. **Students released only** to authorized contacts on emergency forms

#### **Extended School Closures:**

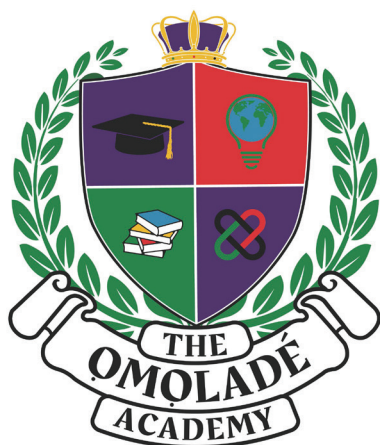
- Learning materials and assignments are provided through online platforms
- Technology support available for families needing devices or internet access
- Meal service information is offered to families who rely on the school breakfast/lunch
- Communication updates are provided daily through multiple channels

#### **Student Reunification Procedures:**

- The emergency pickup location will be announced through official channels
- Follow the traffic direction and parking instructions from emergency personnel
- Remain calm and patient during organized release procedures
- Students will only be released to parents/guardians or authorized emergency contacts

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<sup>9</sup><https://www.aasd.k12.wi.us/families/family-resources/school-closure>



## Family and Scholar Guide Agreement

After reading the Family and Scholar Handbook, please sign the appropriate lines below.

We, the family/parent(s)/guardian(s) of \_\_\_\_\_

have read and understand the contents of the Family and Scholar Handbook.

We agree to follow the policies outlined in the Family and Scholar Handbook.

We understand that the school reserves the right to amend its policies and procedures as necessary, and we will abide by any changes. The school will distribute any modifications made to the Handbook.

The Parent Guide is not an enrollment contract.

Signature of Family/Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

Signature of Family/Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

## Glossary of Terms

|              |                         |  |   |
|--------------|-------------------------|--|---|
| Harambee     | hah-rahm-beh            | "Let's pull together," a call for collective effort and unity.   | Kiswahili   |
| Iwa Pele     | ee-wah peh-leh          | Good character is the foundation of scholarly behavior and personal integrity.   | The Yoruba language of Nigeria.   |
| Kiswahili    | kee-swah-hee-lee        | A Bantu language widely spoken in East Africa.   | Bantu languages of East Africa  |
| Kujichagulia | koo-jee-chah-goo-lee-ah | Self-determination is the second principle of Kwanzaa.   | Kiswahili   |
| Kuumba       | koo-oom-bah             | Creativity: the sixth principle of Kwanzaa.  | Kiswahili   |
| Kwanzaa      | kwahn-zah               | A celebration of African American culture, heritage, and values, held from December 26 to January 1.                             | Kiswahili, meaning "first fruits"   |
| Libation     | lie-bay-shun            | A ritual pouring of liquid as an offering to deities or spirits, often part of community gatherings.                             | Latin "libatio," from "libare"  |
| Nguzo Saba   | en-goo-zoh sah-bah      | The Seven Principles of Kwanzaa.   | Kiswahili   |
| Nia          | nee-ah                  | Purpose: the fifth principle of Kwanzaa.   | Kiswahili   |
| Ọmọládé      | oh-moh-lah-deh          | "Child is the crown," representing the potential and promise of every child.   | The Yoruba language of Nigeria  |
| Sankofa      | san-ko-fah              | A concept that means "return and get it," symbolizing the importance of learning from the past to build a better future.         | The Akan language of Ghana  |
| Sankofa-Love | san-ko-fah luhv         | Combining the Sankofa principle with the concept of love, emphasizing the joy and importance of lifelong learning and community. | The Akan language of Ghana and English  |
| STREEM       | stree-am                | An integrated curriculum focusing on Science, Technology, Reading, Entrepreneurship, Engineering, Arts, and Math.                | An acronym created to represent the school's comprehensive educational approach |
| Ubuntu       | oo-boon-too             | A philosophy meaning "I am because we are," highlighting the interconnectedness of all people.                                   | Nguni Bantu languages of Southern Africa  |

|        |             |   |                                |
|--------|-------------|---|--------------------------------|
| Ujamaa | oo-jah-mah  | Cooperative economics is the fourth principle of Kwanzaa.   | Kiswahili                      |
| Ujima  | oo-jee-mah  | Collective work and responsibility, the third principle of Kwanzaa, promotes community problem-solving. | Kiswahili                      |
| Umoja  | oo-moh-jah  | Unity, the first principle of Kwanzaa, emphasizes togetherness and collective community strength.       | Kiswahili                      |
| Yoruba | yoh-roo-bah | An ethnic group from Nigeria, known for its rich culture and traditions.                                | The Yoruba language of Nigeria |



### **Contact Information**

The Omoladé Academy

2224 N. Ullman St. Appleton, WI 54911

920.852.5495 ext. 32119

<https://omolade.aasd.k12.wi.us/>